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AUTHOR Carlson, Robert V.; Park, Richard
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ABSTRACT

Presented in this paper is a brief overview of alternative approaches to evaluating teacher performance that includes appraisal based on mutually derived objectives, appraisal based on student learnings, and appraisal based on teacher behavior. Subsequent to this overview is a more indepth review of an approach which integrates the above-mentioned appraisal approaches within a so-called clinical model. This model uses the appraisal based on teacher behavior as an overall conceptual framework for identifying and specifying teacher behaviors to be focused upon. It also incorporates indicators of pupil behavior as a consequence of certain teacher behaviors and the spirit of collaboration suggested by the appraisal based on mutually derived objectives. The meta evaluation pilot study described in this paper includes the research questions investigated, design followed, site and subject selection, and finally data generated by the study. (Author/JD)

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A META EVALUATION PILOT STUDY OF A CLINICAL TEACHER EVALUATION MODEL

ROBERT V. CARLSON
PROFESSOR
ORGANIZATIONAL AND HUMAN RESOURCE DEVELOPMENT

AND

RICHARD PARK
BURLINGTON SCHOOL DISTRICT

COLLEGE OF EDUCATION AND SOCIAL SERVICES
UNIVERSITY OF VERMONT

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INTRODUCTION

Presented in this paper is a brief overview of alternative approaches to evaluating teacher performance which includes appraisal based on mutually derived objectives, appraisal based on student learnings and appraisal based on teacher behavior.

Subsequent to this overview is a more indepth review of an approach which integrates the above-mentioned appraisal approaches within a so-called clinical model. In addition to a general description of the model, a report of a meta evaluation pilot study is presented.

The meta evaluation pilot study includes the research questions investigated, design followed, site and subject selection, and finally data generated by the study.

The paper is concluded by the identification of some general conclusions and the identification of some potential follow-up studies related to the clinical model and secondary variables of professional self image, academic achievement and classroom environment.

I. PRESENT CONCEPTUAL FRAMEWORKS OF TEACHER EVALUATION

Introduction

There seem to be generally three emerging trends concerning teacher evaluation - appraisal based on mutually derived objectives, appraisal based on student learnings, and appraisal based on teacher behavior. Although there is some overlap among these three approaches, they do differ in emphasis and are worthy of being viewed individually, as well as collectively.

Appraisal based on mutually derived objectives

Essentially this approach involves a dialogue between a supervisor and supervisee who mutually develop goals and objectives for an approaching period of time (semester or academic year). As a consequence of this discussion, both parties agree to the identified goals and objectives, and how each is to be evaluated.

Often categories such as short range, problem solving, innovation, and personal development are identified as means of generating objectives for each. Objectives need to be as measurable as possible, with certain criteria identified beforehand in order to judge how well an objective has been met. Some systems include some estimate of time and/or money needed or consumed in the accomplishment of the stated objective.

Some strengths to this approach are that it clarifies teacher and supervisor roles, removes ambiguity concerning who is responsible for what, provides a framework for continual employee appraisal with criteria spelled out beforehand, and provides an opportunity for teacher input concerning what is to be evaluated and an identification of special circumstances.

Some limitations to this approach are that it can be very time consuming, require special skills by both supervisor and supervisee if it is to be successfully implemented, cause inequities to emerge between teachers concerning difficulty and effort put into objectives, and tend to generate unrealistic objectives which can lead to frustration and a concomitant loss of morale.

Also, this approach may place disproportionate emphasis on a few measurable goals and objectives and ignore areas of performance which are of greater significance but more difficult to appraise.

Appraisal based on student learnings

This approach stresses that the main purpose of classroom teaching is pupil learnings. In other words, it is not what the teacher does that is so important, but rather what the student does or learns from the set of experiences provided or guided by the teachers.

Learning can be broadly or narrowly conceived. The broad perspective would include a gamut of learnings ranging from cognitive, affective, or psycho-motor to cer-

tain attitudes or values which may result indirectly from the learning experience. The more narrow view would look more at the cognitive realm of learning and place a heavy credence on the use of standardized tests.

This approach would judge the relative effectiveness of the classroom teacher by focusing primarily on pupil outputs rather than on teacher-learner processes. Barring any extreme unethical behavior, the main concern is defining and measuring what the child has learned.

Some strengths to the pupil oriented approach are that this method places the emphasis on results rather than good intentions, forces more careful examination of pupil needs and related learnings, ensures a higher degree of pupil involvement and forces a closer review of teacher performance.

Some limitations would include that pupil learnings are difficult to quantify, more emphasis is placed on short term learnings and long range consequences are ignored, focus may be predominantly on low level cognitive skills while ignoring higher level learnings, teaching-for-the-test syndrome may result, and special pupil needs and/or circumstances may not be taken into account.

Appraisal based on teacher behavior

This approach places more emphasis on what the teacher does and not necessarily by the results of such actions. An attempt is made to make more specific the professional norms that the majority of faculty would adhere to in a given school system.

The clinical approach, as is sometimes referred to, would involve identifying broad areas of responsibility such as planning, instruction, administration, public relations, etc., and within each of these, spell out specifically the behaviors expected to be observed.

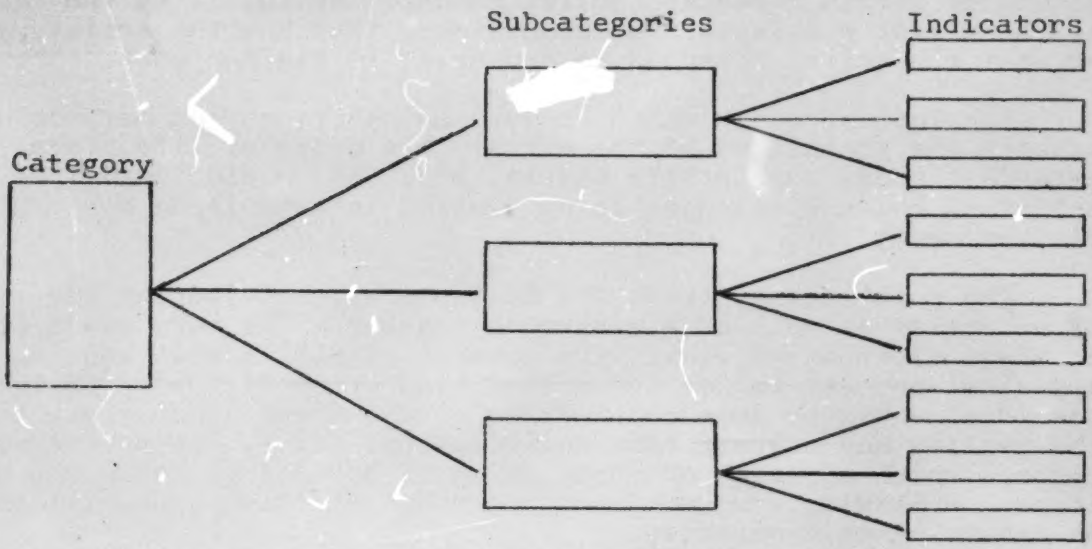
An example of this would be a category identified as instruction which could be further broken down into subcategories to include: goals and objectives, instructional strategies, classroom management, and pupil evaluation. In order to evaluate performance within these subcategories, specific observable teacher behavior that logically relates to the subcategory would be identified.

Again, extending the example provided thus far, the subcategory of goals and objectives might include:

- the teacher has published year-long goal statements for courses;
- the teacher has published measurable objectives for courses;
- the teacher verbally solicites input from students concerning their understanding of goals and objectives;
- the teacher has searched other professional sources for additional goals and objectives.

Thus, three levels of specificity are logically developed and become a framework for establishing an overall evaluation system. Once the desired behaviors are explicated, then specific information gathering procedures can be identified.

The following graphic display illustrates the three levels of specificity of expected, or desired, teacher performance.



The strengths to this approach is that it forces a more clear definition of expected teacher performance, is based on a tighter system of logical thinking, subsequent methods of measuring teacher performance can be more systematically planned, provides a framework for comparing performance among teachers in a system, and ensures a certain equity of evaluation procedures across a system.

Limitations that are suggested would include such items as: it may place an imbalanced view toward teacher behaviors versus pupil outcomes; may surface high levels of conflict in attempting to resolve what teacher behaviors should be included; may create inherent inequities when universally applied to all components of a school system, and may require a high level of staff time and involvement to fully define expected teacher behaviors.

Summary

The problem of judging performance of a classroom teacher for whatever purpose, is somewhat akin to judging the work of an artist. Applying the three previously discussed methods for appraisal, the mutually derived objectives approach would involve the buyer sitting down with the artist beforehand, and mutually agreeing as to what generally the buyer is hoping the artist would paint. The buyer may be interested in a landscape versus a portrait or abstract picture, more oil than watercolor, and that the landscape should feature certain phenomenon as a shoreline, crashing waves, large rocks, gulls, and a certain level of authenticity. The artist is free to use whatever sources, techniques, colors, etc. which he or she feels best replicates the buyer's vision.

In the appraisal based on certain outcomes, the buyer is not interested in a dialogue beforehand with the artist, or how the artist paints, but wants a finished product that meets some criteria - such as esthetically pleasing, appropriate to home or office decor, or within a certain dollar amount. Again, it is the results of the artist's talents that counts more than how the artist paints or what the artist intended to represent in his/her work.

The last approach which focuses on behaviors and methods would examine the techniques of the artist, his order of life style, materials used, appropriate models,

etc., and would judge such an artist as being knowledgeable or limited in experience concerning his/her craft.

The point being, there are multiple ways of judging the talent of an artist as well as a classroom teacher. The more aware one is of these alternative views, the greater possibility of knowing which appraisal process to use under what kind of conditions. Obviously, the reality may suggest some modification. Thus, the hard question becomes which approach or combination of approaches makes the most sense. What is to follow is a more detailed description of a clinical model which attempts to integrate features from these different appraisal perspectives.

II. CLINICAL TEACHER EVALUATION MODEL

As indicated in the previous section, there are at least three ways to conceptualize the appraisal of teacher performance. The clinical model suggested here attempts to integrate certain features of each appraisal orientation.

The clinical model uses the appraisal based on teacher behavior as an overall conceptual framework for identifying and specifying teacher behaviors to be focused upon. However, the clinical model also includes or permits using indicators of pupil behavior as a consequence of certain teacher behaviors and includes the spirit of collaboration suggested by the appraisal based on mutually derived objectives.

The clinical teacher evaluation model is defined as a framework for facilitating acquisition and the reporting of evaluative information to a teacher on predetermined self-selected teacher performance indicators. Its raison d'etre is to facilitate professional improvement or development as perceived by the individual teacher. To facilitate the achievement of providing feedback data to the teacher, the following components and subcomponents are utilized:

1.0 Teacher performance indicators
- 1.1 Selection procedure
- 1.2 Sources of information
- 1.3 Data collection procedures

2.0 Data generation and compilation
- 2.1 Instrumentation design
- 2.2 Data aggregation and synthesis

3.0 Feedback
- 3.1 Alternative reporting methods
- 3.2 Reporting data

4.0 Follow-up
- 4.1 Identification of pertinent discrepancies
- 4.2 Subsequent change strategies
- 4.3 Identification of new teacher performance indicators

5.0 Meta evaluation
- 5.1 Evaluation of data generated and reported
- 5.2 Evaluation of evaluator/evaluatee performance
- 5.3 Evaluation of data input

What follows is a brief expansion and explanation of these components and how each is operationalized in the designing of a teacher evaluation plan.

1.0 Teacher Performance Indicators

At the heart and the base from which subsequent plans, procedures and information stem is the Teacher Performance Indicators list. (See Appendix A) This list of teacher behaviors was derived from several sources. In recent years various taxonomies

of teacher behaviors have been generated by teacher educators, researchers and related organizations. It is difficult to judge which of these taxonomic items are more appropriate than others. In any case, the writers reviewed several sources plus worked with a group of administrators to identify potential teacher performance indicators from which a classroom teacher could select those items upon which he or she would like feedback. The writers at this juncture can only advocate whatever list is presented to a teacher that it be quite comprehensive and sufficiently specified as to stimulate the individual teacher's thinking about his or her own teaching and to facilitate measurement. The list of specified teacher behaviors is an entry point for dialogue between the teacher and whomever is facilitating the evaluation (maybe a colleague, an administrator and/or supervisor). The list should not preclude identifying areas or behaviors which are not represented on the list and upon which the teacher has some desire for feedback.

1.1 Selection procedure

The teacher is presented the potential teacher performance indicators and is instructed to identify those items for which he or she desires feedback, add any additional items, and/or indicators and to prioritize those items into three categories of high, middle or low priority. This is to enable reducing the potential items to a manageable number.

1.2 Sources of information

In consultation with the teacher, appropriate data sources are identified that are best suited from a logical-scientific perspective to best judge performance on the items selected. A principle of triangulation is urged in identifying data sources. In other words, in order to increase the accuracy of the phenomenon being judged, at least three independent perspectives should be considered. If, for example, the teacher wishes to know how enthusiastic he/she is when teaching, three sources worthy of consideration would be the teacher-self, classroom observer, and the students.

1.3 Data collection procedures

Once the primary sources for getting the needed information are identified, then either or both the teacher or the significant other person need to decide the best method for obtaining the data. Options such as interview, questionnaire, classroom observation need to be discussed and finalized.

Figures 1 and 2 visually represent the above components. Figure 1 shows the various phases of the model and Figure 2 explicates a selected performance category, subcategories, indicators and measurement choices.

2.0 Data generation and compilation

Upon completion of the selection of those indicators which will receive more attention, appropriate questionnaires, interview and observation scales need to be designed, implemented and summarized. Again the scales or specific questions can be mutually worked upon to ensure the items accurately reflect the information desired.

FIGURE 1 A CLINICAL TEACHER EVALUATION MODEL

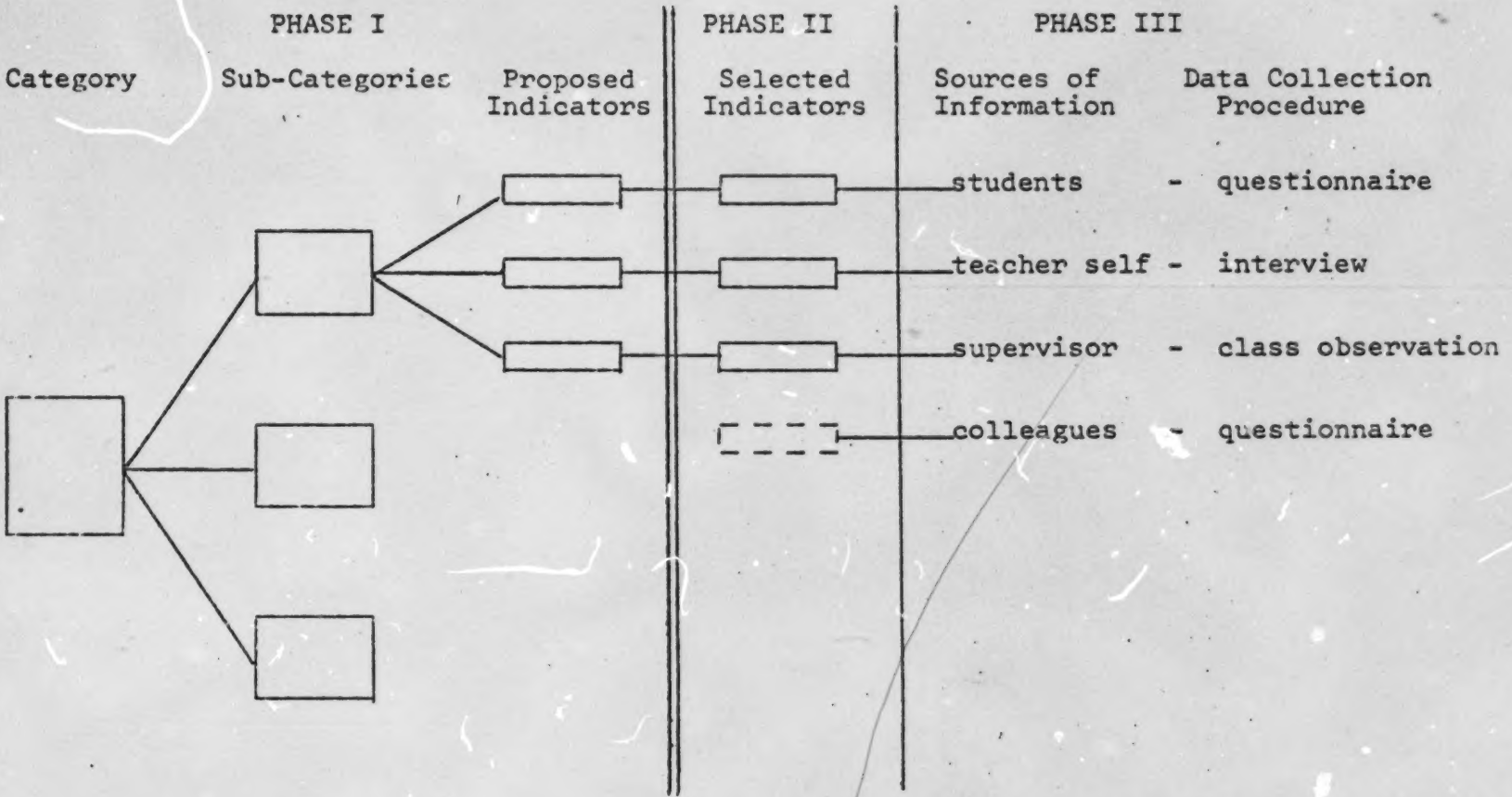
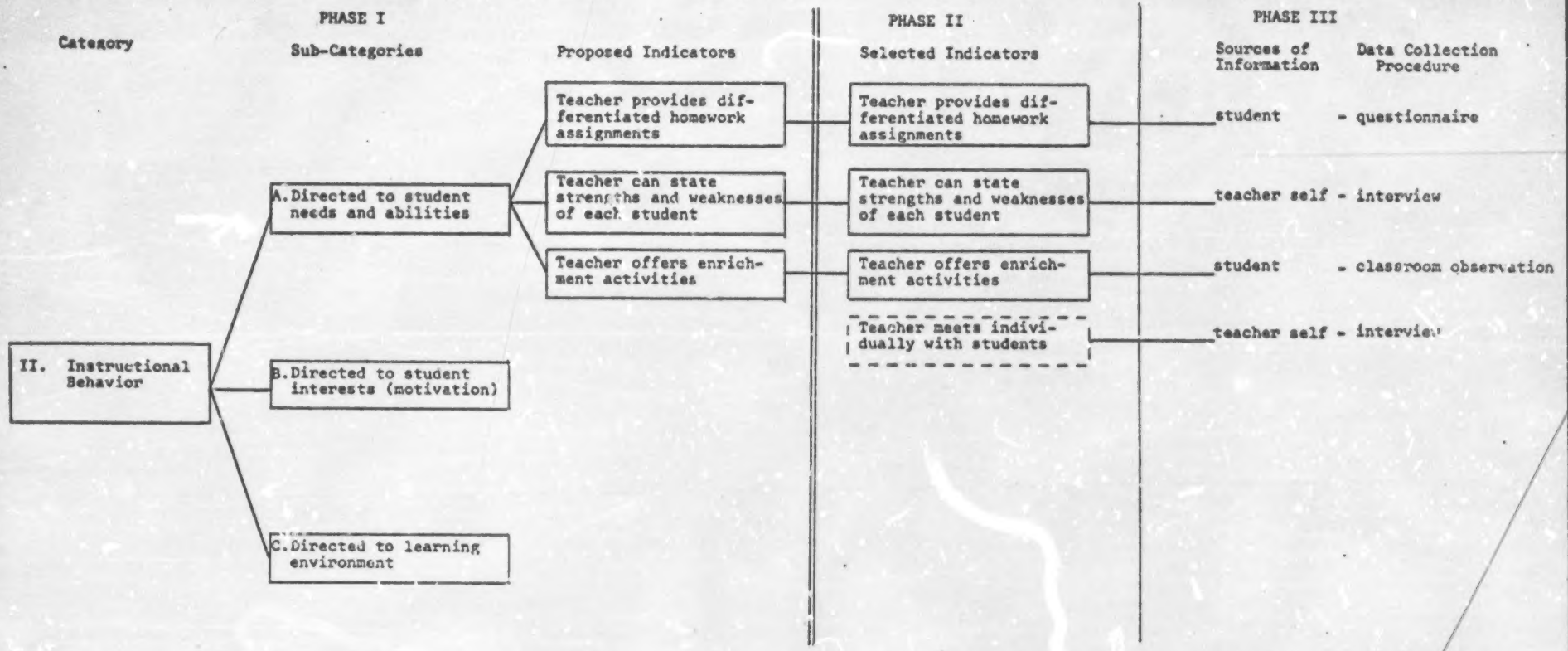


FIGURE 2 A CLINICAL TEACHER EVALUATION MODEL EXPLICATED


PHASE I
Category
Sub-Categories
Proposed Indicators
PHASE II
Selected Indicators
PHASE III
Sources of Information
Data Collection Procedure
II. Instructional Behavior
A. Directed to student needs and abilities
B. Directed to student interests (motivation)
C. Directed to learning environment
Teacher provides differentiated homework assignments
Teacher can state strengths and weaknesses of each student
Teacher offers enrichment activities
Teacher provides differentiated homework assignments
Teacher can state strengths and weaknesses of each student
Teacher offers enrichment activities
Teacher meets individually with students
student - questionnaire
teacher self - interview
student - classroom observation
teacher self - interview

2.1 Instrumentation design

Acceptable standards for developing clear, concise and accurate items need to be taken into consideration but should not handcuff the process of obtaining information. In other words, the predesign survey tool should retain some flexibility for obtaining serendipedous information, particularly the interview and observation scales. Also, consideration should be given to time required to complete data collection and the aggregation of the data. Pilot testing of selected questions with other persons may aid in reducing ambiguities and reveal time needed to complete items.

2.2 Data aggregation and synthesis

Since most indicators will be viewed from at least two vantage points and hopefully three, data on those indicators will need to be summarized to adequately represent the phenomenon. Whereas in other cases the teacher may wish to know the result of perceptions on certain items as viewed by the observer(s), or students, or parents or colleagues. Thus it is possible to summarize the feedback information around items from the perspective of a particular source or combination of sources. The pilot study reported in Section III employed both strategies.

The task of distributing, receiving the information, and finally pulling it together in some cohesive fashion most propitiously rests with the other significant person. This does not preclude the teacher from examining the raw data; on the other hand, in order to fully ensure anonymity of respondents, the data intitially should be handled by someone other than the teacher.

3.0 Feedback

Once the data has been summarized and sythesized either around data source or around teacher indicators or both, consideration should be given as to how best to communicate to the teacher the feedback data. In addition, the reporter is always faced with the dilemma of what information to share regardless of its positive or negative aspects and how to best communicate such bad or good news so that the recipient's self-esteem is not injured and doors are opened rather than closed.

3.1 Alternative reporting methods

The most obvious approach is for someone to make summary notes of data collected and sit with the teacher face-to-face to discuss their content and implications. Other variations include again someone other than the teacher to respond indicator by indicator and put in writing exact quotes or frequency distributions which capture the range of perceptions collected. Much depends on the type of instrument used, such as a questionnaire or interview scale, and how much of the data requires interpretation or speaks for itself.

In the study which follows, it was found that the face-to-face interpretation and discussion followed by a written copy enables full exploration and follow-up utilization of information collected. Individual preferences of teachers should be solicited and the testing of alternative methods seems appropriate.

3.2 Reporting data

Once the format for sharing the information collected from varying sources is decided upon, whoever is involved needs to consider carefully what and how the information is shared. Here the concern is not for the mechanics of portrayal but a concern for the human dimension of self esteem. This consideration is both in terms of the teacher about whom the information was collected but also for those who cooperated in sharing perceptions about the teacher. The person who has agreed to play the role (e.g., supervisor or colleague) of gathering and reporting the data collected needs to employ skills in reporting both positive and negative information in such a manner that they are considered as perceptions of another which may not be fully informed or accurate and, on the other hand, if the data was collected in the most unbiased manner possible, it should not be rejected out-of-hand. The attitude that should prevail and be reflected in the interactions of the parties involved is that the information gathered needs to be examined as objectively as possible. This should provide an opportunity to gain some insight into one's performance that will enable that person to build on the information for future changes in self perceptions or behavior.

4.0 Follow-up

Once the information concerning selected aspects of the teacher's performance has been reviewed, conscious consideration should be given as to what is next. Part of this process is isolating discrepancies between the teacher's desired and actual performance which the teacher feels is not desirable, and identifying possible courses of action which can be followed to reduce such discrepancies. In addition, the teacher may wish to review the teacher performance indicators list or identify new areas which he/she desires to explore for feedback information and start the process all over again.

4.1 Identification of pertinent discrepancies

Again, the primary focus of the clinical model is to facilitate teacher professional development with the teacher taking primary control and responsibility for what is evaluated and ultimately what is done with the data surfaced. However, whoever acts as the reporter of the data must recognize his or her responsibility to assist in mapping stretegies for change, if the teacher so desires. It is assumed that the various data and interactions will reinforce or support current practices of the teacher and also will surface information in areas in which change would be desirable. Thus it is being suggested within the framework of this model that at various junctures of the evaluation specific discrepancies be isolated and courses of action be considered for resolving such discrepancies. This may include changing one's performance and/or changing one's expectations of performance.

4.2 Subsequent change strategies

If certain aspects of the teacher's performance seem worthy of change then conscious strategies should be explored within the component of the clinical evaluation model. This is not to suggest that such planning needs to necessarily wait to this point in time but rather that there be some specific time taken to ensure such planning has been carefully considered.

Obviously, the change strategy to be employed is much dependent upon the nature of the discrepancy and the degree to which the teacher wishes to resolve the discrepancy. Again, it is a personalized plan that is fitted to the idiosyncrasies of the teacher's environment and should not be the force fitting of strategies which others think are best. These strategies may run the gamut of reading a book on a related topic, pursuit of a graduate course - more formal learnings, to visiting other places, talking with others about one's circumstance - more informal learnings. The more flexible and creative the strategy followed or considered, the greater the likelihood that it may result in specific changes.

4.3 Identification of new teacher performance indicators

Another aspect of this component is the consideration of recycling the teacher, if so desired, through another set of teacher performance indicators. This may not occur immediately, given the reality of time, other competing activities, and the desire to reflect on the first or prior experience with the clinical model. On the other hand, the teacher may feel more comfortable with the evaluative process and be more ready to take on "indicators" with which he or she is less comfortable and address more challenging aspects of their teaching. Again, this component suggests that a conscious choice be fully explored and decided upon.

5.0 Meta evaluation

This component addresses the need of judging the efficacy of the different components and the overall clinical evaluation model. Hence the model and its related operations should be carefully reviewed and determined to what degree, if any, the model is facilitating the professional growth of the teacher being involved. In addition, the meta evaluation should provide new insight into how the model can be improved to better achieve the overall goal of teacher professional development.

In considering each of the subcomponents of the meta evaluation, the following criteria should be considered:

accuracy: this criterion addresses the need to employ strategies which enable a thorough examination of the indicators under study. The notion of triangulation* should be employed whenever possible in order to increase the accuracy of the perceptions being collected.

objectivity: closely related to accuracy is being able to employ data-gathering procedures which minimize bias and permit obtaining data which clearly explains the phenomenon being examined. The concern here is that the methods used do not force certain expected responses rather than allowing respondents to fully express their perceptions vis-a-vis indicators under examination.

timeliness: a concern here is for propitious gathering and reporting of data. In other words, to observe or to distribute questionnaires on the day before Christmas vacation many cause some distortions of perceptions, or to sit down with the classroom teacher to provide feedback data on the afternoon prior to a Board of Education meeting

* This notion suggests that the phenomenon being examined should be viewed from three vantage points.

discussing the annual teacher contract may minimize the potential contained in the report. Thus timing should be considered as an important element in implementing the clinical model.

efficiency: this addresses the need to be able to gather the necessary information at not a great investment of time, money or energy. These resources should not be viewed as unlimited but rather as limited and implementation strategies should be employed which spend them wisely and prudently. In other words, were the results worth the effort put into gathering them?

effectiveness: this is the other half of the efficiency coin. The concern here is with the quality of the results regardless of the effort expended to gather them. But in and of themselves do the results, the judgment of the teacher in particular, truly provide him with insights which facilitate the professional growth of the teacher. The ultimate test of the clinical teacher evaluation model.

humaneness: and finally, the last but not the least criterion addresses the notion of humaneness. In other words, did the procedures employed in the evaluation respect the self esteem of those involved and protect the anonymity of those so desiring such? An illusive quality and yet necessary to address in any evaluation.

The subcomponents of the meta evaluation include looking at how and what data was collected and reported, the performance of the evaluatee/evaluator within the framework of the clinical model, and the actual impact of the data and related procedures upon the teacher's thinking and/or behavior. The above criteria should be applied to each subcomponent of the evaluation.

5.1 Evaluation of data collection and reporting

This aspect of the meta evaluation attempts to look back over the various procedures, questionnaires, observation and interview scales to determine their effectiveness in producing information sought, in other words, what aspects were clear and understandable and which parts were vague and hence making drawing any conclusions somewhat hazardous. Principles of scientific inquiry would apply at this juncture.

5.2 Evaluation of evaluator/evaluatee performance

Here the focus is on how well the participants in the evaluation performed their respective roles. For example, did a professional tone of mutual respect and seriousness of purpose prevail during the interactions and various activities of the evaluation? Obviously, to maximize the investment of time and energy of the participants in the evaluation, concern for the previously mentioned criteria in respect to the performance of the teacher and the significant other person is an important consideration and should be periodically examined throughout the evaluation process.

5.3 Evaluation of data impact

Finally, did it all make any difference? In other words, did the teacher learn something new, or have some self perceptions sufficiently reinforced to believe more firmly in them, or were their professional behaviors altered in or outside of the classroom? These are the ultimate bottom line test questions and rely very heavily on the self perception of the teacher. For, ultimately, it is what the teacher who was evaluated believes that most closely approximates the "truth".

Thus has been presented the major components and subcomponents of the clinical evaluation model. As can be observed, it is a very comprehensive model which, used in total, can provide a thorough and meaningful review of a teacher's performance as a practicing professional.

III. META EVALUATION PILOT STUDY

A. Purposes of Study

In the previous section was described the clinical teacher evaluation model in some detail. This section focuses on an attempt to apply the model with three classroom teachers in order to answer the following questions:

1. Can a clinical teacher evaluation model be effectively and efficiently implemented within the normal routine of an on-going school operation?

2. What payoffs and/or problems do each of the sources of feedback to the clinical teacher model present?

3. What side effects and unanticipated results emerge from implementing a clinical teacher evaluation model?

In addition to the above primary questions, an attempt was made to monitor such variables as teacher professional self image, student learnings and student attitudes toward their learning environment in order to determine the degree of impact, if any, on these variables by the data feedback to the teachers over time.

B. Design

A case study interrupted time series design was employed in this study. This involved identifying three volunteer teachers for a suburban middle school contiguous to Burlington, Vermont to participate in the study.

The time series design covered a 21 week period. Weeks 1-3 were devoted to collecting baseline data on four observations; My Class Inventory (O_1), Professional Self Image (O_2), achievement scores in math or reading (O_3), and Teacher Evaluation Log Sheet (O_4). These variables were observed throughout the 21 week period, most of which, except achievement scores, were collected weekly through the first 10 weeks, then bi-weekly thereafter. In addition, various components of the clinical teacher evaluation model were introduced at different points in time over the 21 week period (See Figure 3). Weeks 18-21 were post data collection without any interventions and week 22 was a wrap-up of study including a comprehensive review of results with teachers involved.

C. Subjects

The subjects of the study were three middle school teachers who volunteered for the study. Two teachers (female) taught language arts at the sixth grade level and the male teacher taught math to seventh and eighth graders. The teachers had, in order, 4, 13, and 14 years of teaching experience.

In the judgment of the writers, these three teachers represented a cross-section of typical teachers, competent and dedicated to doing as well as possible at their work and desiring feedback on their performance.

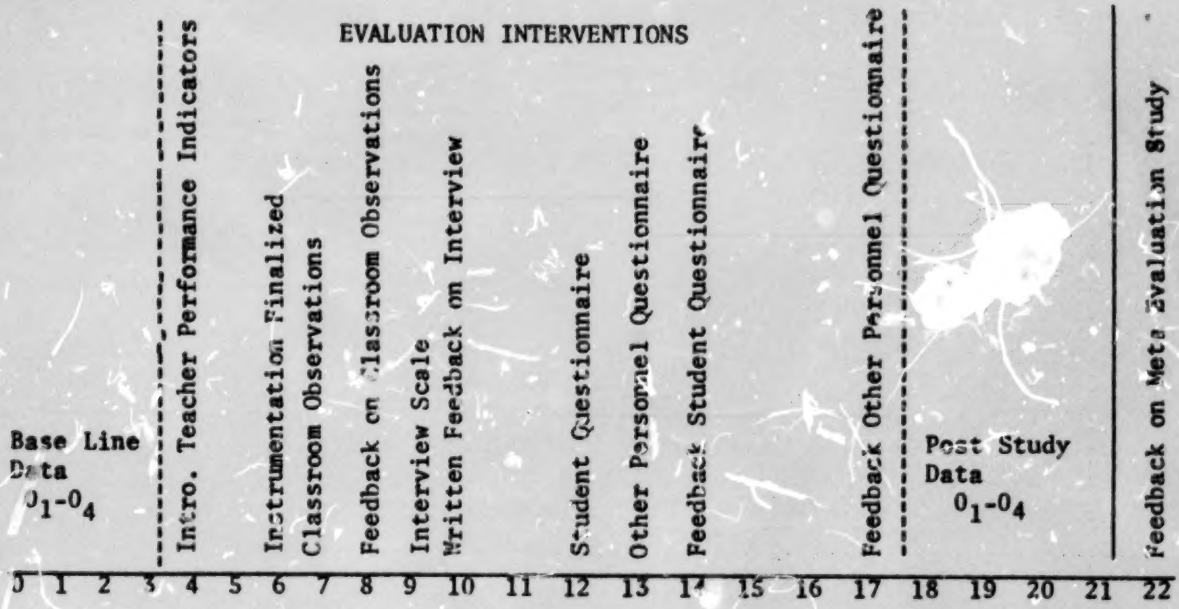

EVALUATION INTERVENTIONS
Base Line Data O_1-O_4
Intro. Teacher Performance Indicators
Instrumentation Finalized
Classroom Observations
Feedback on Classroom Observations
Interview Scale
Written Feedback on Interview
Student Questionnaire
Other Personnel Questionnaire
Feedback Student Questionnaire
Feedback Other Personnel Questionnaire
Post Study Data O_1-O_4
Feedback on Meta Evaluation Study
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22

FIGURE 3. INTERRUPTED TIMES-SERIES DESIGN OF META STUDY

D. Results

Extrapolations from logs kept by teachers and writers, notes kept on various meetings and interactions with teachers, and a meta evaluation background and perceptionnaire provided the main sources for the impressions which follow.

The pilot study attempted to address three main questions. The first question dealt with the notion of effectiveness and efficiency. Effectiveness is a most illusive quality and to address this it was necessary to rely heavily on the teachers involved to express what payoffs they derived from the study. We probed each teacher concerning prior experience with evaluations, attitude change toward evaluation, rationale for indicators selected, payoff from each feedback component, and self estimation on change in teaching effectiveness.

Some altered perceptions which indicate a particular level of the model's effectiveness included the fact that teachers viewed the model as being more thorough than any evaluation they had experienced before. Their attitude generally became more positive toward the potential results of an evaluation, selection of indicators provided a first opportunity to tailor the evaluation process to their particular interests, and they found reinforcement for various teaching methods and class activities. Thus, the model seems to have potential for providing very ample feedback on each teacher's performance and around items which directly concern the teacher.

Time seems to be the major variable to efficiency. Although paper, postage, and secretarial service were required to implement the model, these were of a lesser extent than the time required of the teachers and project directors. The time broke

down into two categories: design time and evaluation-implementation time. This is, the design of the instruments and procedures was kept separate from the actual time needed to observe, summarize, interview, and discuss results with each teacher. Once the system has been designed and questions written for each indicator, this time need not be repeated or will at least be minimized in the future.

The time required of the teachers, in direct involvement with the model and its related procedures, ranged among the three from 4 hours to 6 hours. Most of this time was devoted to direct discussion of the results generated by the different components of the model. The project directors spent an additional two hours per teacher for classroom observations and tabulating results. It seems 8 hours per teacher would be a rule-of-thumb for the amount of time required by a supervisor to carry out the intent of the clinical model. This strikes one as a reasonable amount of time, depending on the number of personnel involved. Given the results which the teachers found helpful, this appears to be most cost/effective. In addition, no problem was encountered in fitting the clinical model procedures around each teacher's normal classroom activities.

The second question addressed each of the major sources of feedback of the model for their payoff and/or problems presented. The sources included classroom observation, teacher self appraisal, student and other person feedback (colleagues and parents).

Interestingly enough, and somewhat a surprise to all who participated, student feedback proved to be the most valuable feedback to the teachers. Its power seemed to rest with the student providing reinforcement for those activities, methods, and procedures which each of the teachers deemed most important. Teachers were reaching their students on these matters prior to the clinical model, but often in the absence of direct feedback, they were assuming very little effect. If nothing else, the use of student feedback has high potential for boostering a slumping spirit, if only teachers would see this potential.

The feedback from the students was not always unanimous or in one direction only. On most items, there was usually a small minority of 3 or 4 students who took an opposing position as compared to the rest of the class. This caused some concern to each teacher, and brought about some compensating behaviors to reach those they assumed were the negative responders. (Student's identity was protected by anonymity of responses.)

Classroom observation provided an excellent vehicle for viewing the total learning environment and a baseline for contrasting subsequent data generated by the other components. It was striking to the project directors how quickly the teaching style of each teacher was easily grasped in the first few minutes of the first observation, and remained quite consistant throughout the subsequent observations. The directors of the project observed the teacher-selected indicators jointly, completed rating scales separately, and compared results thereafter. This process enabled sharpening the interpretations of each indicator and increased inter-observer reliability.

The feedback via the interview process with each teacher was somewhat self evident and yet the exercise provided a forum for each teacher to publicly express those matters which each seemed most interested in wanting to chat about. The elaboration which stemmed from this interview was very helpful in supplementing information or questions which arose from the classroom observation. This allowed a vehicle for the teacher to provide the rationale behind their varying approaches. Written

and not oral feedback was provided following the interviews. This was appreciated particularly for record-keeping purposes, although one teacher did get somewhat upset over an interpretation she had inferred from the comments. A brief discussion was able to quickly clarify her false assumptions. Thus the interview process, structured around specific questions, provided an excellent vehicle for the teacher to elaborate on the logic behind many of the various methods being pursued in their classes.

Finally, other colleague and parent feedback did not prove as helpful as was anticipated. This was particularly true of parent feedback. The response rate for the parents sampled was very low (20%), and very brief. Whereas the response rate for colleagues (other teachers and principals) was much higher (60-80%) and in much greater detail. We feel this component did surface opinions which were worthy for each teacher to consider, but it could use more refinement in order to better maximize these sources, particularly that of the parents.

Regarding the final question concerning side effects or unintended outcomes, there were such findings although their impact was hard to guage. First one teacher, the male, felt most convinced that he discovered a new sensitivity toward his students which he didn't feel existed before. He indicated in the past he took for granted his relationship with students, and he expected students to cope with his demands. As a result of the feedback from the data generated by the model, he acquired a new insight into his interpersonal relationship with his students. He felt he became more accepting of diverse student behaviors and more concerned with what effect he seemed to have on certain students.

The model did cause a higher level of consciousness about each teacher's teaching. They found themselves reviewing and reflecting more about what activities or procedures they use, grew more confident in certain methods, and became quite self-analytical. There is probably nothing which motivates one to rethink a style of teaching than feedback from other sources which questions or potentially questions age-old assumptions.

And finally, the intrinsic threat often associated with evaluation seemed to melt away. The teachers involved found much support from the data for their approaches, and, given the nature of the model, the data did in fact provide each teacher with a breadth of information they found most helpful. Thus the ogre of evaluation was generally sublimated.

In addition to the primary question this study addressed, additonal variables were monitored in a systematic manner over the 21-week period. This secondary set of variables was closely watched to determine what changes occurred over time and if those changes observed could be related in any way to the various feedback interventions.

Professional Self Image

The writers were interested in exploring a concept of professional self image both in relationship to the study and as a concept in and of itself. It seems very little is known about how teachers view themselves over a semester- or year-long period of school in regards to their potency as a classroom teacher. The Professional Self Image instrument attempted to parallel some of the dimensions posited by the My Class Inventory which is designed to measure a student's perception about his classroom environment. The writers attempted to extrapolate one level higher and ask the classroom teacher a similar set of questions about his or her perception concerning

the nature of their environment and their relationship to it. The variables addressed were cohesiveness and friction, speed and difficulty, satisfaction and apathy, goal directedness, environmental control, cliqueness, diversity, and general items around evaluation and self knowledge. There is much work to be done to develop both a valid and reliable measure of professional self image. (See Appendix B)

Figure 4 represents the data collected for each teacher participating in the study on the professional self image scale. Starred weeks represent points at which specific evaluation interventions occurred.

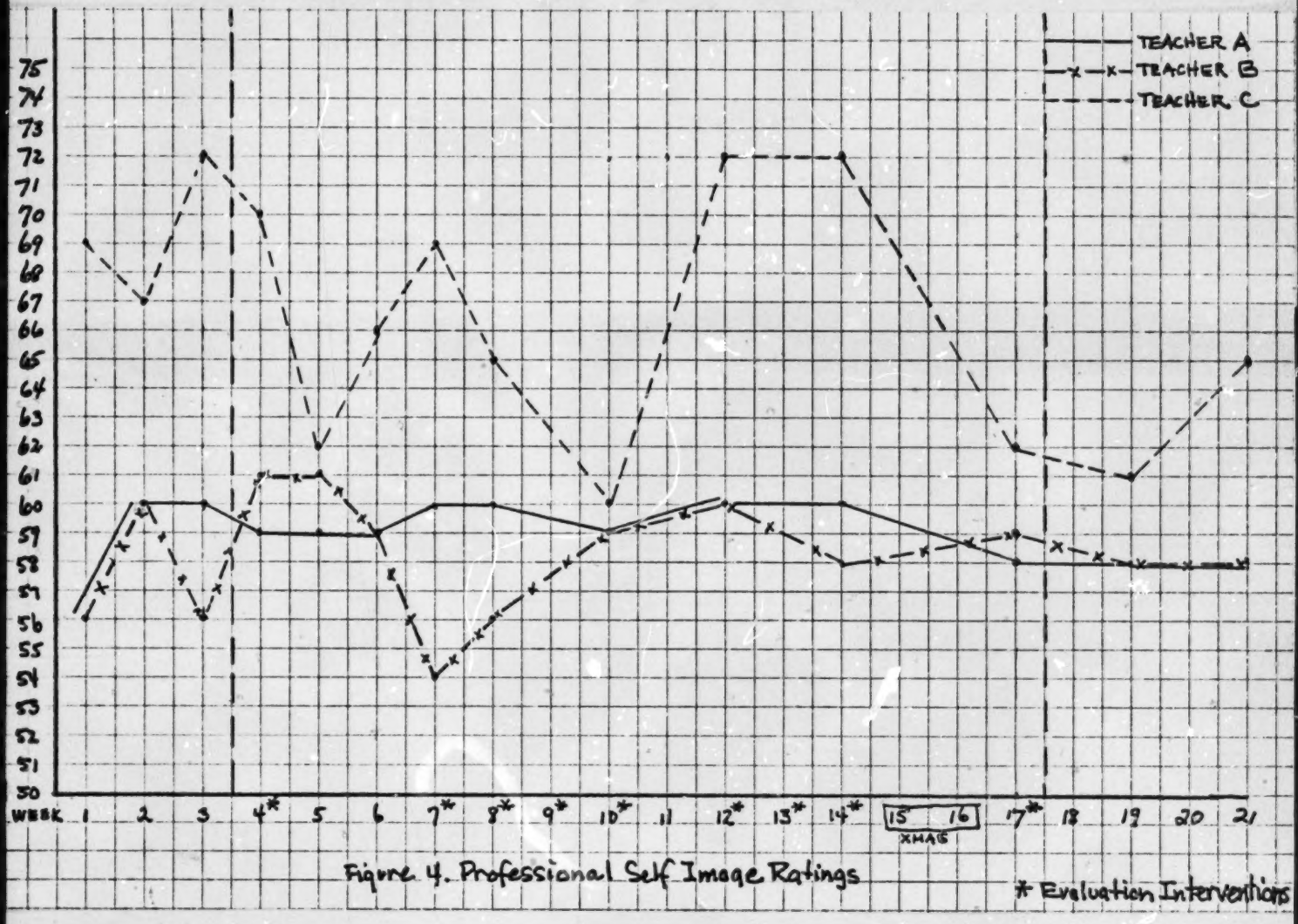


Figure 4. Professional Self Image Ratings

* Evaluation Interventions

As can be observed, there is quite a bit of variation of professional self image which interestingly enough coincided with the writers' perceptions of the nature of the personalities of the teachers in the study. For example, Teacher C's stats of emotional health seem to go high and low as indicated, whereas Teacher A was our Steady-Eddy. It is difficult to draw any conclusions in regards to the respective evaluation interventions and the change in direction of the data lines. Some which raise questions are listed below.

Teacher	Week	Intervention
C	4	Introduction to performance indicators
C	7	Classroom observations
B	7	Classroom observations
C	10	Written feedback on interview
C	17	Feedback on other personnel questionnaire

Student Learnings

Using the Prescriptive Mathematics and Reading Inventory developed by McGraw-Hill, which is a criterion referenced test, the students' academic achievement was monitored throughout the study. In order to reduce instrumentation fatigue, matrix sampling techniques were utilized. Figure 5 illustrates the reading scores of Teachers B and C and the math scores for Teacher A.

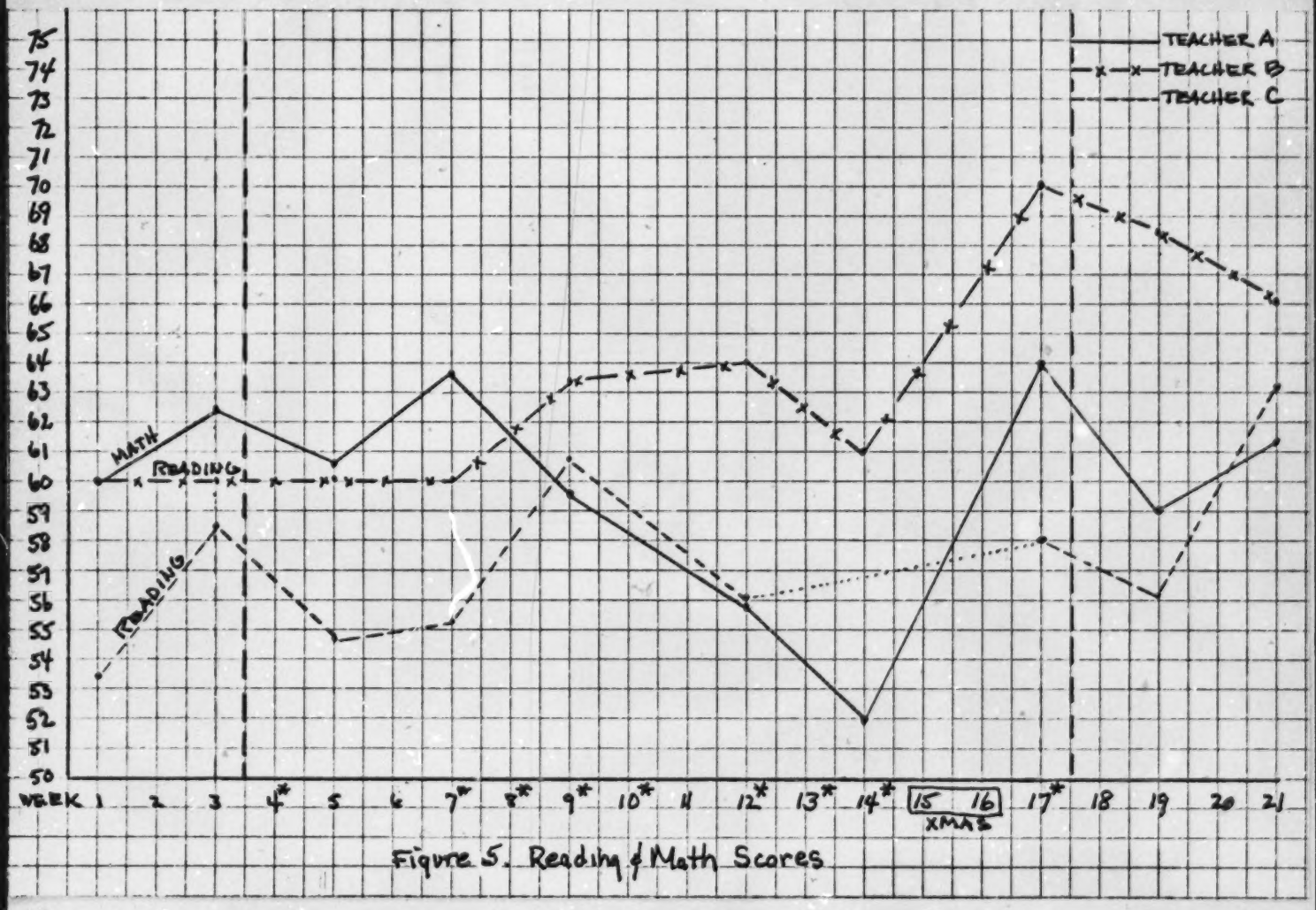


Figure 5. Reading & Math Scores

Again, it is difficult to draw any conclusions concerning the evaluation interventions and change in test scores. However, there is one intervention which may in part explain the low performance scores recorded for week 14 of the study. These tests happened to be administered two days prior to Christmas vacation and in fact Teacher C neglected to administer her tests due to the hectic activity prior to the break. One can only surmise that the motivation to take these tests was extremely low at this point, particularly when contrasted with the test scores recorded for week 17, the first week after Christmas vacation.

Student Attitudes Toward Their Environment

Using My Class Inventory, slightly modified for the age group, represented in this study, the writers were provided scores on students' perceptions about their classroom environment. The My Class Inventory provides scores on four main dimensions of satisfaction. friction, difficulty and cohesiveness. See Appendix C for specific items used to measure these variables. Again a matrix sampling technique was utilized.

Figures 6, 7, and 8 illustrate the scores obtained on the inventory scale.

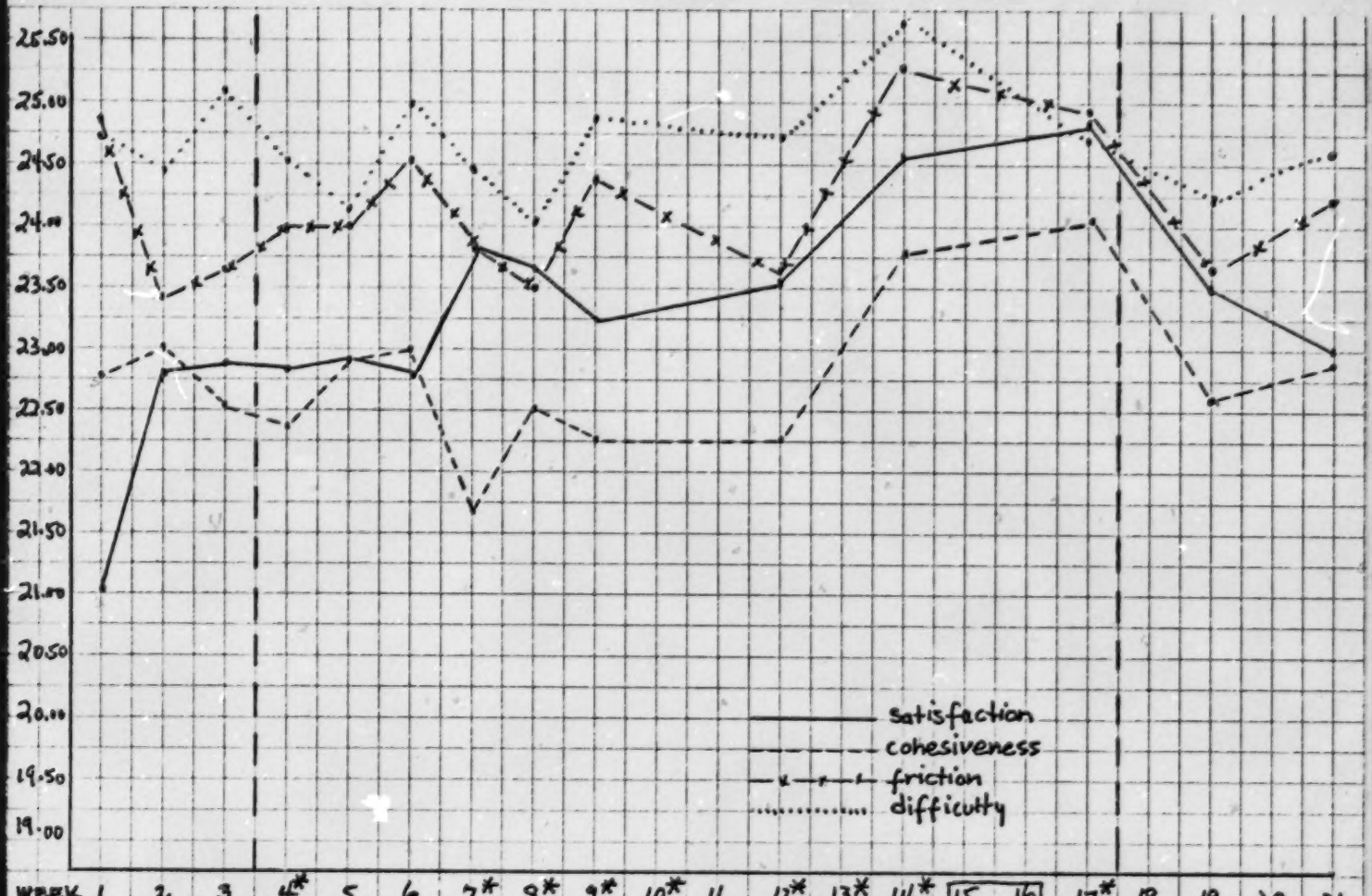


Figure 6. Teacher A's My Class Inventory Scores

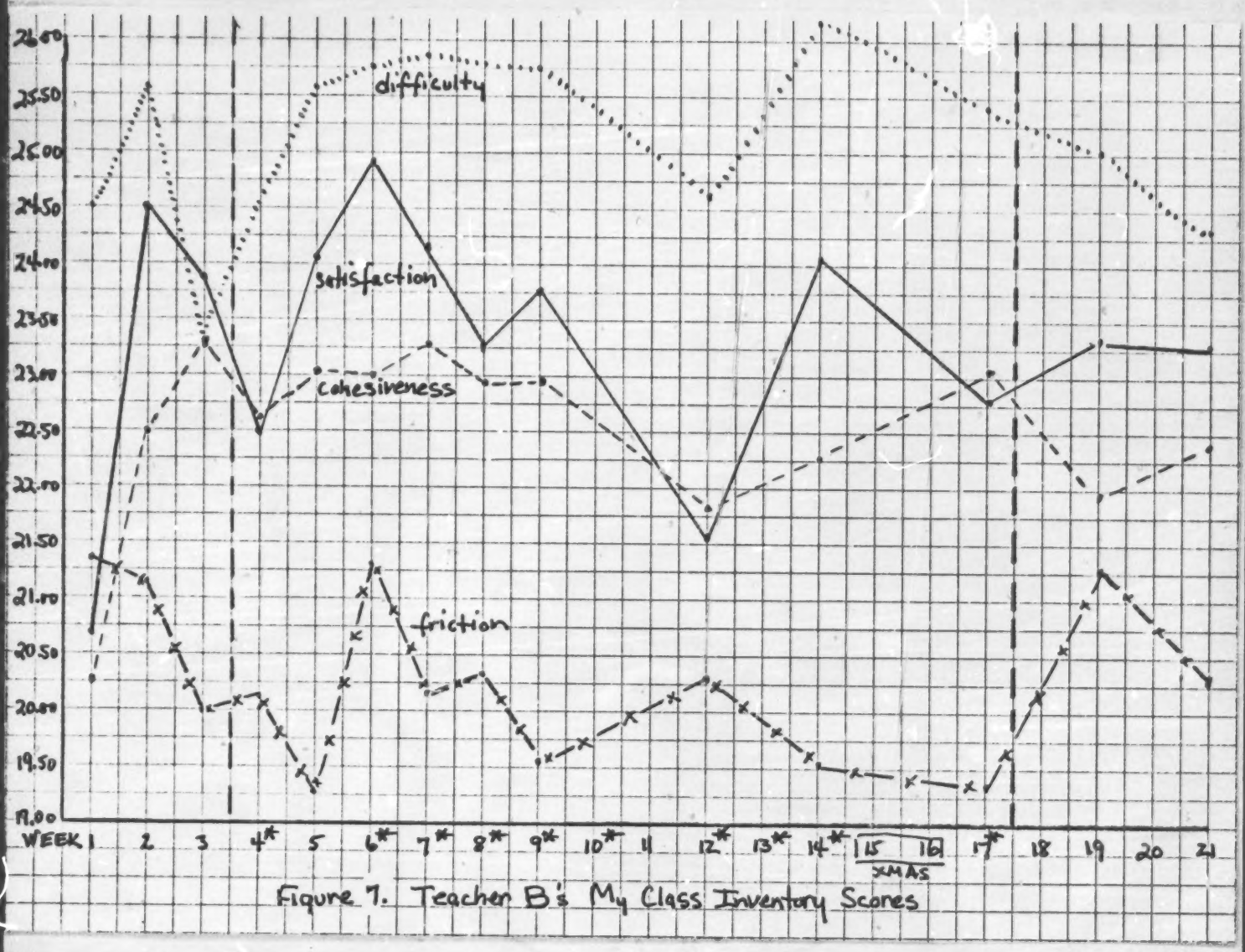


Figure 7. Teacher B's My Class Inventory Scores

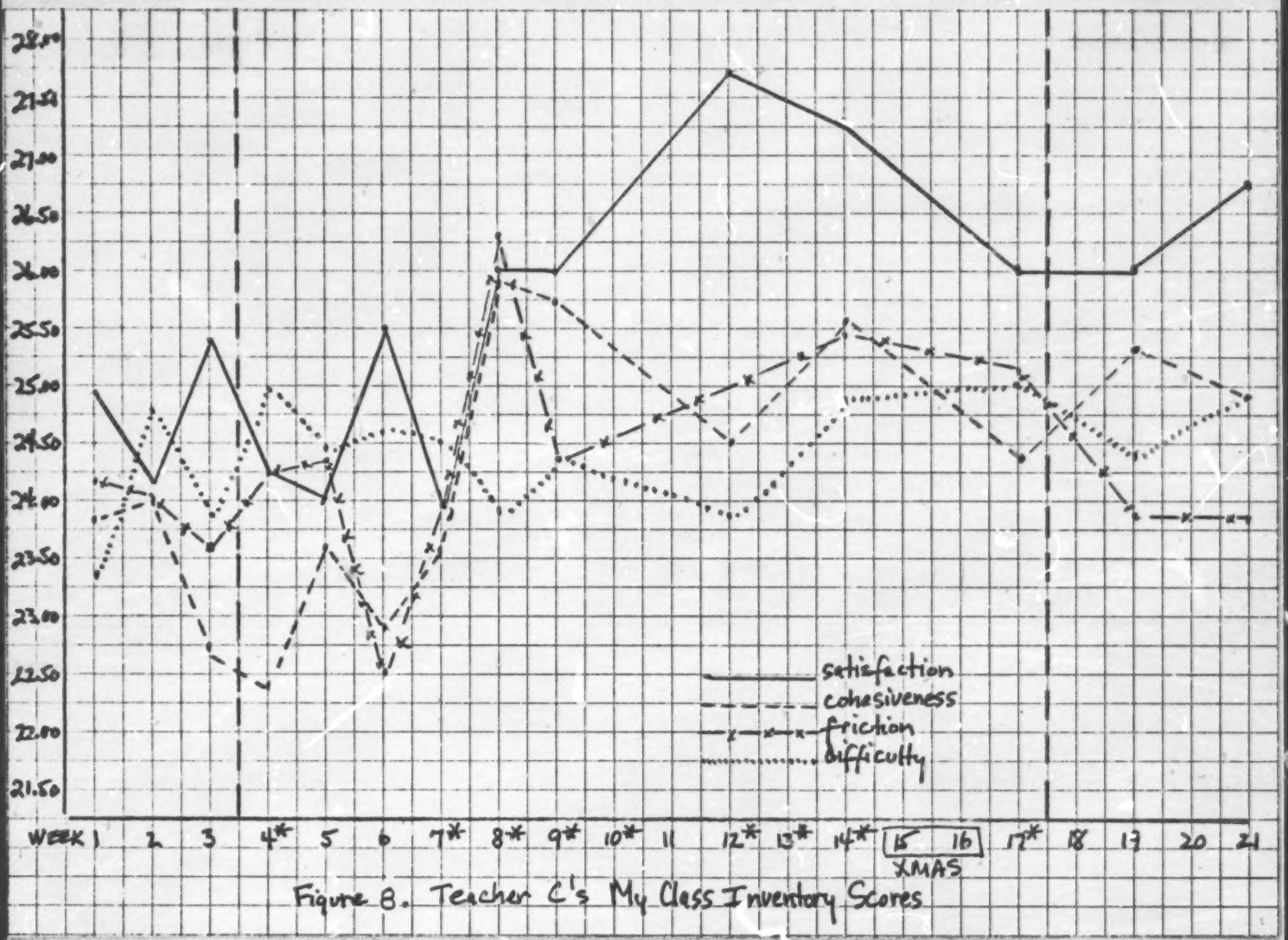


Figure 8. Teacher C's My Class Inventory Scores

Again it is difficult to generalize on any relationship of the scores to the evaluation interventions. The figures do portray the changing attitudes about the students' environment along the dimensions tested. Again at week 14 an interesting change is noted for most dimensions, particularly for Teacher A and B and to some extent for Teacher C; a noticeable change in direction occurs. Whereas the achievement scores drop at this point, the attitude towards the students' environment shows a positive uplifting. One should not underestimate the power of a vacation break to make one's world look somewhat rosier.

Interrelationships of Three Measures

Figures 9, 10, and 11 portray the three measures for each teacher. It should be noted that the composite score of the My Class Inventory is the sum of the four subscales of the instrument. This is not recommended by the designer of the instrument since each of these subscales are mutually exclusive and not to be amalgamated into a

single score to represent a student's perception of his environment. The writers collapse these scores in order to facilitate some less than clean comparisons, a technique often used by such publications as Consumer Reports.

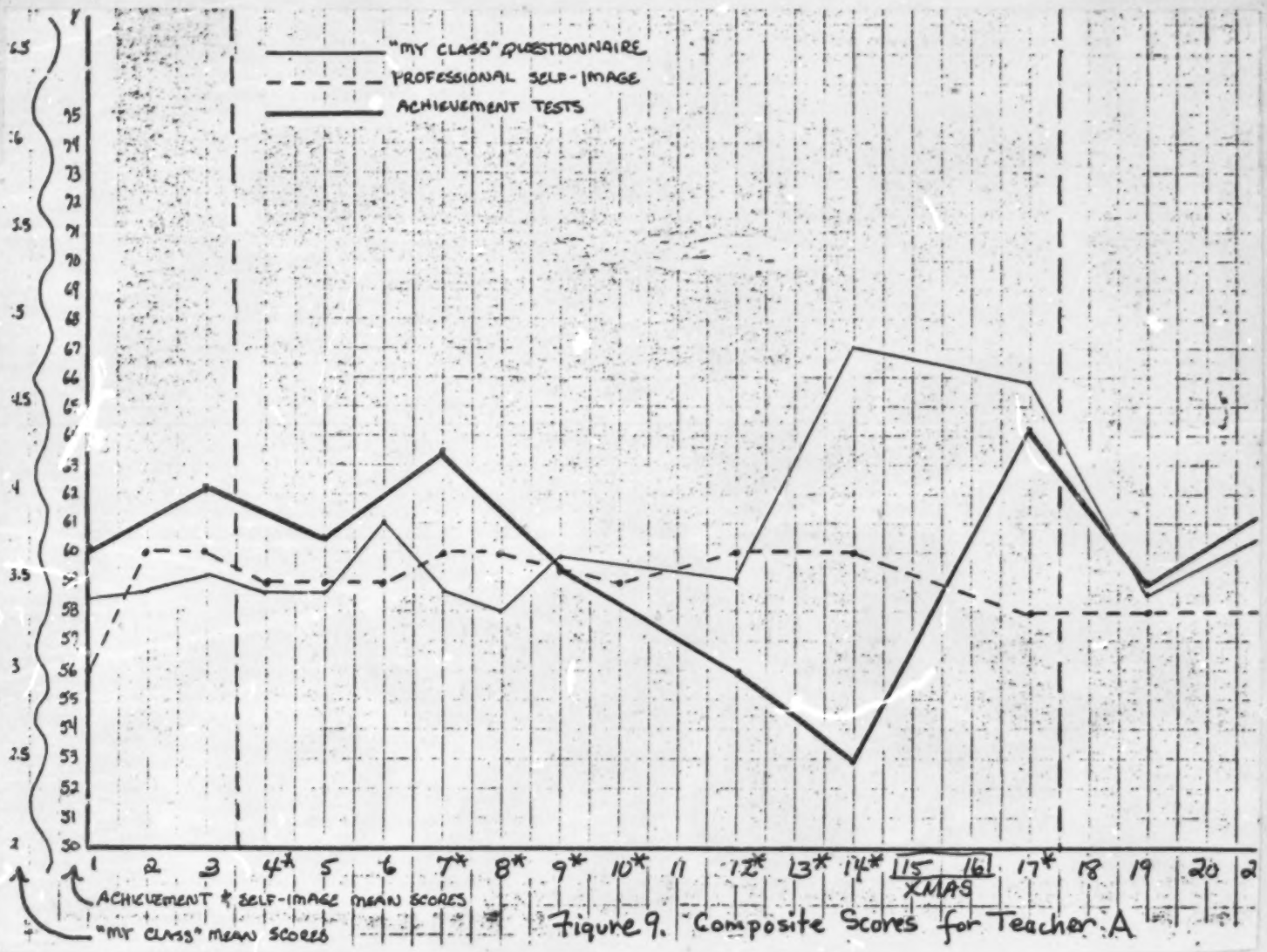


Figure 9. Composite Scores for Teacher A

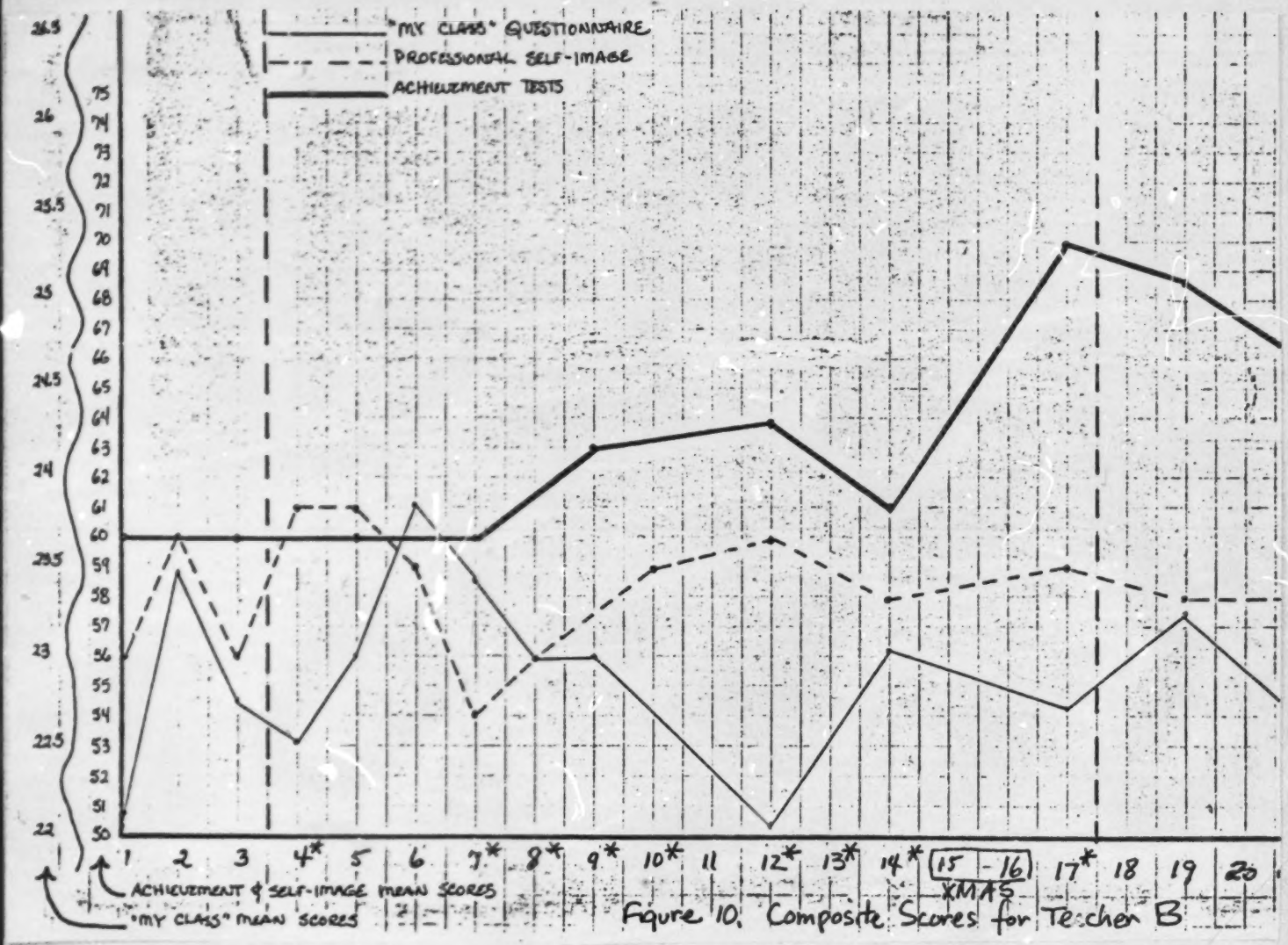


Figure 10. Composite Scores for Teacher B

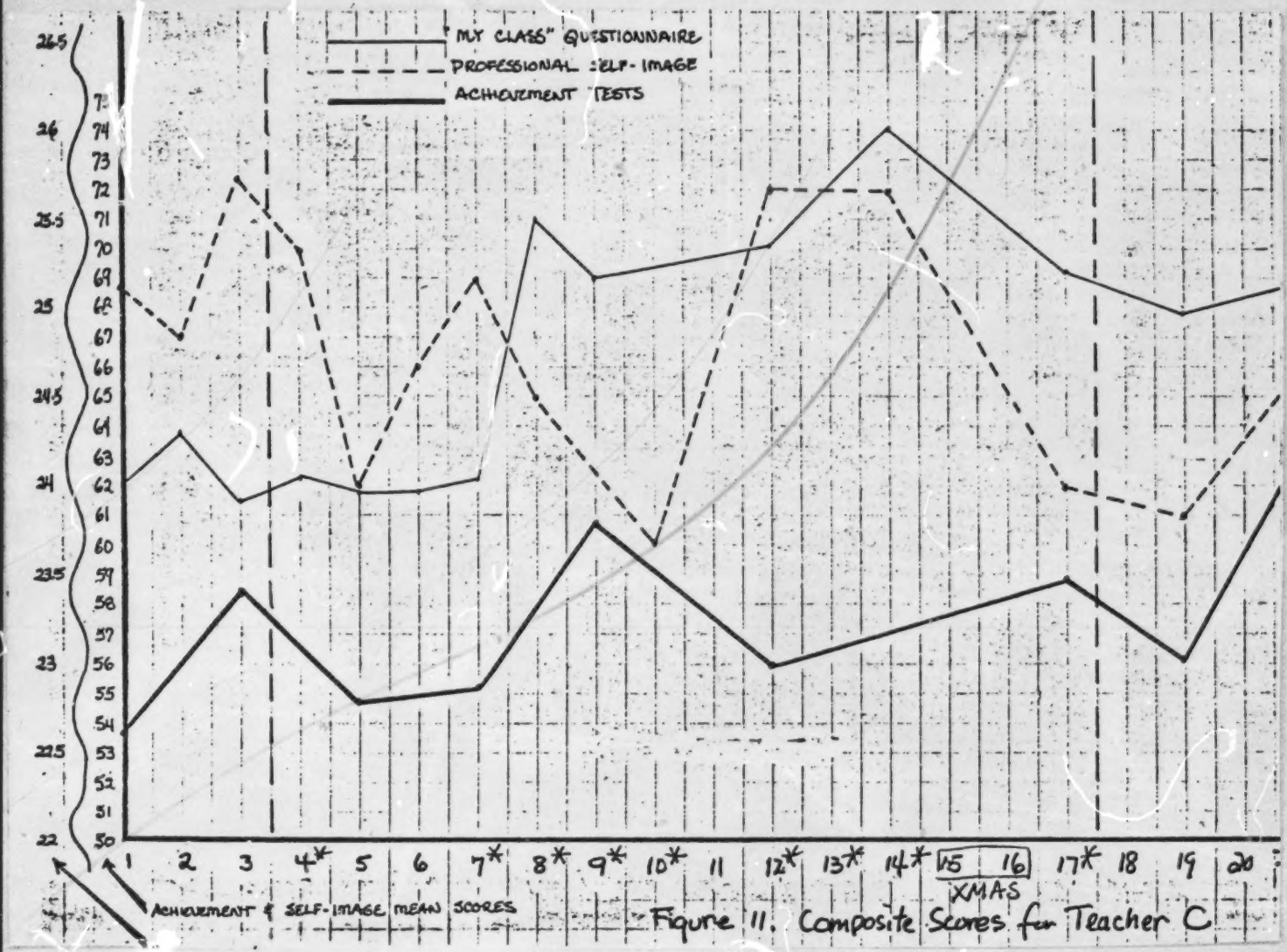


Figure 11. Composite Scores for Teacher C

Generally the achievement, environmental and self image scores tended to parallel each other, suggesting that some rise in one dimension corresponds to a similar rise in the other dimensions. Again this is arrived at from eye-balling the data and needs to be explored further in subsequent studies to see if there is any credence to these potential relationships.

Also, there is an interesting contrast between Teachers B and C. Teacher B's achievement scores ran consistently higher than her inventory scores and are the opposite of Teacher C's scores. This does somewhat reflect the differences in teaching styles of both teachers. Both teachers indicated strong motivation to influence positively both aspects but Teacher C's dynamic personality came through much more forcefully and the students in her class interacted much more with the teacher and with each other. This was less the case with Teacher B, however, and she often appeared

more withdrawn from her students. For Teacher A, not much can be said except again that his student scores seem to reflect fewer highs and lows, and are somewhat consistent with his self image scores and teaching style, which did not reveal a high level of enthusiasm but which was very consistent from day to day.

IV. GENERAL CONCLUSIONS AND FOLLOW-UP STUDIES

The writers embarked on this meta study primarily for two purposes: 1) to develop some insights concerning the implementation of a particularized teacher evaluation model in an applied setting, and 2) to monitor closely related classroom variables to determine what effects might be observed during the period of the study.

In regards to what was learned about implementing a clinical teacher evaluation whose primary mission is to facilitate the growth and development of the teacher, the writers feel this approach has good potential. The feature of teacher control of what is evaluated, which permits the evaluation to be tailored to his or her needs, has real potential. It is possible to hide or fake one's performance within almost any current evaluation approach. The clinical model sidesteps this issue and places the locus of control where it should be, with the teacher.

The other feature of incorporating more than one source for a view of the phenomenon being evaluated, resulted in a more accurate image of the teacher's performance. None of the teachers involved in the study precluded any source of information from being explored. This approach provides a logical orientation to what data is sought and how it is collected. Obviously, more experience can sharpen the questions asked, the observations made and finally how the information is fed back to the teacher. However, the model does seem to point all parties involved in a direction which allows for a full examination of a wide range of teacher behaviors.

Finally, it was discovered that this more comprehensive approach concentrated in a short period of time can illuminate a great deal about one's teaching without an inordinate amount of time being necessary. In fact, as a reservoir of typical questions and workable formats are accumulated, it is predictable that the time required for implementation will be reduced.

Some potential limitations to this approach to teacher evaluation should be noted. First, the atmosphere for conducting a clinical approach needs to be supportive. Obviously, in order to get helpful information there has to be some spirit of cooperation and shared seriousness toward professional improvement. The writers are sure this covers more school situations to one degree or another but where this does not exist, it would be foolhardy to attempt the clinical teacher evaluation model. Secondly, some expertise in evaluation strategies and instrument design may help reduce critical errors in collecting, collating and reporting data. It is not being suggested that a high degree of sophistication is needed, but some logical sense and appreciation for the problems of doing field research would be helpful.

The secondary data gathering activities of this study proved somewhat interesting as well as challenging from a measurement persepective. The area of teacher self image has some potential in understanding the vagaries of professional development and improvement. It is one thing to advocate certain needed changes in public schools but not very sensible to ignore the state of the thinking and feeling of those upon whom these changes will rest. It seems we know very little about how teachers view their own potency as professionals which has implications for the designing of strategies for improvement or change. The teacher self image scale in this study just cracks the surface of this area of study and further exploration of this phenomenon seems merited.

The other data collected on achievement and attitude toward the environment are interesting areas to examine vis-a-vis teacher evaluation but many methodological problems need to be solved. Achievement is still an illusive concept not easily measured, let alone being very open to speculations about cause and effect. There still seems to be merit in examining these variables over time, especially perceptions of the students' environment, to determine the constancy of phenomenon and the determination of factors which contribute to major shifts in perceptions. At best, these shifts were noted in the study but little was discovered as to what contributed to these shifts outside of the Christmas vacation schedule.

A final note. The call for accountability and the need to evaluate teacher performance has a ring to it that makes it sound as if it can be done and done well. There appears to be much to learn about how to describe and ultimately judge the performance of teachers. It is urged that it be recognized that the state-of-the-art of teacher evaluation is still much conventional wisdom in need of more empirical validation before warranted assumptions can be made as to the best way to judge teacher performance. It is clear that evaluations take place and often on little or misleading information. The challenge is to ensure fairness to those being evaluated that whatever methods being used produce accurate insights into "what's happening".

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APPENDIX A

TEACHER PERFORMANCE INDICATORS

I. Planning (pre-instructional behavior)

A. Directed to long-range planning:

Teacher has statement of goals and objectives for each class.

Teacher has objectives which are logically consistent with goals.

Teacher has goals which are logically consistent with local and/or philosophy of education.

Teacher has goals and objectives which are logically sequential.

Teacher has goals and objectives which are appropriate to student needs.

Teacher has goals and objectives which are appropriate to student interests.

Teacher has goals and objectives which are appropriate to student abilities.

Teacher knows past learning performance of students.

Teacher can state what skills are prerequisite to others (teacher can break desired behavior into precursory behaviors).

Teacher requests appropriate supplies and materials.

B. Directed to short-range planning:

Teacher has pre-assessed statistical skills and needs.

Teacher can articulate learning objectives for each learning unit (lesson).

Teacher uses a curriculum which relates to current issues.

Teacher uses a curriculum which allows for diversity of statistical needs, abilities, and learning styles.

Teacher involves pupils in planning.

Teacher has materials which are well organized.

Teacher plans enrichment activities.

Teacher plans remedial activities.

Teacher invents materials (creating raw data by use of questionnaires and interviews, inventing simulations, writing study guides, lecture outlines, producting slide/tape presentation).

Teacher can specify behaviors to be changed or reinforced during an instructional period.

Teacher has smooth transition between activities.

Teacher often does two things at once.

Teacher can construct tests that are valid and reliable.

Teacher uses diverse sources to locate, select and adapt materials.

Teacher can distinguish between exploratory, developmental, and closure activities.

II. Instructional Behavior

A. Directed to student needs and abilities:

1. Teacher enables students to experience a reasonable amount of success.
2. Teacher sometimes conducts more than one activity simultaneously.
3. Teacher provides differentiated homework assignments.
4. Teacher poses questions from all levels of Bloom's cognitive taxonomy.
5. Teacher spends some time working individually or in small groups with each student.
6. Teacher can state the strengths and weaknesses of each student.
7. Teacher utilizes the strengths and weaknesses of each student.
8. Teacher provides instructions, direction which are clear and in student language.
9. Teacher uses vocabulary that students comprehend (or are learning to comprehend as part of lesson).
10. Teacher employs varying materials, techniques and teaching styles.
11. Teacher allows for diversity of learning styles.
12. Teacher can present material inductively or deductively.
13. Teacher can state readability level of a given test.
14. Teacher can state positive and negative reinforcers for individuals or group.

15. Teacher recognizes and deals with varying attention spans.

16. Teacher can describe and give instances of behavior to be modified in each student and describe instances of desired behavior.

17. Teacher makes individualized programs where available.

18. Teacher can state the following about each student:
strengths and weaknesses
levels of cognitive and moral development
positive and negative reinforcers
unique characteristics, interests, values

19. Teacher uses a variety of:
teaching styles
locations in room
seating arrangements
levels of questioning

20. Teacher often does two things at once.

21. Teacher offers remedial activities.

22. Teacher offers enrichment activities.

B. Directed to student interests (motivation)

1. Students have some choice in learning activities: selection of place, materials, partners, sequence. Or, teacher directs a variety of classroom activities.

2. Teacher encourages students to state ideas in divergence with those of the group or teacher.

3. Teacher can name one unique characteristic of each student in class after one month of instruction.

4. Pupils express a liking for the class.

5. Pupils approach teacher during spare time.

6. Teacher accepts and attends to questions unrelated to subject at hand.

7. Pupils show pride in work.

8. Teacher exhibits each pupil's work.

9. Pupils can state lesson objectives.

10. Teacher uses spontaneous events in class as learning experiences.

11. Pupils keep record of pupil growth.

12. Teacher uses pupil experiences as learning events.

13. Teacher communicates objectives to students.

14. Teacher relates curriculum to current issues and events.

15. Teacher presents data that conflicts with student beliefs and ideas.

16. Teacher facilitates students in value clarification.

17. Pupils understand relevance of course content to their future needs.

18. Teacher exhibits enthusiasm.

19. Pupils pay attention.

20. Student talk/teacher talk ratio is high.

21. Teacher uses special services personnel to meet student needs.

C. Directed to the Learning Environment

1. Classroom is neat in appearance. Classroom is uncrowded.

2. Classroom's graphics reflects curriculum.

3. Teacher has a well defined set of rules for each class.

4. Students can articulate these rules.

5. Teacher enforces rules consistently and fairly.

6. Teacher waits for attention before speaking.

7. Teacher uses pupil peer-help in problem-solving.

8. Teacher offers positive reinforcement (encouragement to appropriate student behavior).

9. Teacher offers negative reinforcement (ignores inappropriate student behavior).

10. Teacher rarely needs to punish.

11. Teacher offers quick feedback to students concerning tasks and behavior.

12. Teacher meets pupils in a friendly manner.

13. Teacher never places pupils in embarrassing or humiliating situations.

14. Pupils cooperate in group activities.

15. Pupils take responsibility for own materials.

16. Pupils show both independent and interdependent learning.

17. Teacher openly admits not knowing all the answers (demonstrates he is a learning individual).

18. Teacher helps students participate in setting standards of self-control.

19. Teacher has a task oriented and businesslike approach.

20. Teacher keeps students focused on on-task behavior.

21. Teacher has high expectations of student behavior, performance, and independence.

22. Teacher prevents and resolves discipline problems in accordance with school law, state board regulators, school board policy, and accepted school rules and regulations.

III. Post-Instructional Behavior

A. Directed to Evaluation

Teacher keeps records of student progress.

Teacher can demonstrate changes in students' academic work, social behavior, and/or attitudes.

Teacher can identify unintended outcomes.

Teacher evaluates student progress.

Teacher recognizes a variety of evaluation techniques.

Teacher employs a variety of evaluation techniques.

Teacher uses appropriate evaluation techniques for objectives.

Students evaluate their own work.

Teacher modifies objectives and style in view of outcomes.

Students feel that teacher evaluation is fair.

Teacher has criterion and proceedures for evaluating higher level skills.

Teacher can identify students needing remediation.

Teacher can identify students needing enrichment.

Teacher can state plausible reasons for students learning difficulties (behavioral, emotional, psychomotor-perceptual, cognitive).

Teacher knows the meaning of mean, median, mode, S.D., untiles, stamines, validity, reliability.

B. Directed to Communications

Students have opportunity to respond to teacher evaluation.

Teacher allows time to talk individually with each student.

Teacher is available to students.

Teacher provides frequent and prompt feedback concerning attainment of learning objectives.

Teacher explains evaluation process to those involved.

Teacher honestly communicates student progress and areas of needed improvement and suggests how parents can be a part of the process.

Teacher follows proper lines of communication and shares appropriate information when discussing student behavior.

Teacher uses specifics in communicating information.

Teacher makes appropriate referrals to specialists.

IV. Professional growth and development

A. Directed to personal growth

Teacher carries on action research.

Teacher submits annotated bibliography of readings that relate to her profession.

Teacher takes appropriate courses, attends appropriate conferences.

Teacher uses consultants and other professionals to improve instructional skills.

B. Directed to interpersonal growth

Teacher shares methods and materials with colleagues.

Teacher solicits help from peers.

Teacher actively seeks to change school system for the betterment of education of the client.

Teacher is knowledgeable in specialty area. Teacher knowledgeable in recent developments in specialty area.

Teacher attends faculty meetings.

Teacher is a constructive group member by offering ideas, constructive criticism, clarifying, listening.

Teacher can articulate at least one philosophy of learning.

Teacher can articulate at least three principles of learning.

Teacher can articulate the basic values, morals, and ethics of the community.

RVC
RP
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APPENDIX B

TEACHER PROFESSIONAL SELF IMAGE

On a scale of 1 - 4, indicate the degree of agreement for each statement below by circling the appropriate number.

1 - strongly disagree
2.- disagree
3 - agree
4 - strongly agree

	Strongly disagree	Disagree	Agree	Strongly agree
1. I am effective in helping students work cooperatively with each other.	1	2	3	4
2. I am succussful in pacing students so they do not get discouraged.	1	2	3	4
3. I am making progress in improving my teaching.	1	2	3	4
4. I can arrange the physical environment so students feel comfortable in my class.	1	2	3	4
5. It is almost impossible for me to effect the cliqueness of students of this age group.	1	2	3	4
6. Students either like this subject, or they don't.	1	2	3	4
7. I really know very little about how children learn.	1	2	3	4
8. I can clearly articulate my philosophy of education.	1	2	3	4
9. I find it nearly impossible to individualize instruction with so many students in the class.	1	2	3	4
10. It is difficult to state learning objectives for my curriculum.	1	2	3	4
11. I have facilitated students getting to know each other better.	1	2	3	4
12. It is hard for me to stimulate many of my students with challenging work.	1	2	3	4
13. I am aware of my strengths and weaknesses as a teacher.	1	2	3	4
14. I feel educational evaluation is a waste of time and resources.	1	2	3	4

Teacher Professional Self Image.... cont.

15. I have been able to make many students proud of their work.	1	2	3	4
16. I can strongly influence the structure of sub-groups within my class.	1	2	3	4
17. I find it easy to motivate students these days.	1	2	3	4
18. I find it difficult to change my behavior as a teacher.	1	2	3	4
19. It is easy for me to vary my teaching style to meet differing demands of the learner and/or the lesson.	1	2	3	4
20. I am often frustrated by the progress of my students.	1	2	3	4

MY CLASS

APPENDIX C

Directions:

Read the statements carefully.
Think about how well the statement describes your class (the one you are in now).

If you strongly disagree with the statement, circle the (1.)
If you disagree with the statement, circle the (2.)
If you agree with the statement, circle the (3.)
If you strongly agree with the statement, circle the (4.)

GROUP A

		Strongly disagree	Disagree	Agree	Strongly agree
1.	The pupils enjoy their schoolwork in my class.	1	2	3	4
2.	Most pupils are pleased with the class.	1	2	3	4
3.	Some pupils don't like the class.	1	2	3	4
4.	Children are always fighting with each other.	1	2	3	4
5.	Some of the children in our class are mean.	1	2	3	4
6.	Many children in our class like to fight.	1.	2	3	4
7.	In our class the work is hard to do.	1	2	3	4
8.	Most children can do their schoolwork without help.	1	2	3	4
9.	Only the smart people can do the work in our class.	1	2	3	4
10.	My best friends are in my class.	1	2	3	4
11.	Many children in the class play together after school.	1	2	3	4
12.	In my class everybody is my friend.	1	2	3	4

MY CLASS

Directions:

Read the statements carefully.
Think about how well the statement describes your class (the one you are in now).

If you strongly disagree with the statement, circle the 1.
If you disagree with the statement, circle the 2.
If you agree with the statement, circle the 3.
If you strongly agree with the statement, circle the 4.

GROUP B

	Strongly disagree	Disagree	Agree	Strongly Agree
1. Most of the children in my class enjoy school.	1	2	3	4
2. Most children say the class is fun.	1	2	3	4
3. Some pupils are not happy in class.	1	2	3	4
4. Some pupils don't like other pupils.	1	2	3	4
5. Some people in my class are not my friends.	1	2	3	4
6. Some children don't like other children.	1	2	3	4
7. In our class all the pupils know how to do their schoolwork.	1	2	3	4
8. Children often find their work hard.	1	2	3	4
9. Only the smart pupils can do their work.	1	2	3	4
10. In my class I like to work with others.	1	2	3	4
11. Children have secrets with other children in the class.	1	2	3	4
12. All of the children know each other well.	1	2	3	4

MY CLASS

Directions:

Read the statements carefully.
Think about how well the statement describes your class (the one you are in now).

If you strongly disagree with the statement, circle the 1.
If you disagree with the statement, circle the 2.
If you agree with the statement, circle the 3.
If you strongly agree with the statement, circle the 4.

GROUP C

	Strongly disagree	Disagree	Agree	Strongly Agree
1. Children seem to like the class.	1	2	3	4
2. Some of the pupils don't like the class.	1	2	3	4
3. The class is fun.	1	2	3	4
4. Certain pupils always want to have their own way.	1	2	3	4
5. Children in our class fight a lot.	1	2	3	4
5. Certain pupils don't like what other pupils do.	1	2	3	4
7. Many pupils in our class say that school is easy.	1	2	3	4
8. Schoolwork is hard ot do.	1	2	3	4
9. Most of the pupils in my class know how to do their work.	1	2	3	4
10. All pupils in my class are close friends.	1	2	3	4
11. All of the pupils in my class like one another.	1	2	3	4
12. Children in our class like each other as friends.	1	2	3	4